

# Winteringham Primary School

## Inspection report

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<b>Unique Reference Number</b>	117753
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	312691
<b>Inspection date</b>	1 May 2008
<b>Reporting inspector</b>	Kathryn Dodd

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Holmes
<b>Headteacher</b>	Mrs Jacqueline Taylor
<b>Date of previous school inspection</b>	1 April 2005
<b>School address</b>	School Road Winteringham Scunthorpe DN15 9NL
<b>Telephone number</b>	01724 732324
<b>Fax number</b>	01724 732324

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress that pupils make from their different starting points, particularly in the Foundation Stage (Reception class) and in Years 1 and 2; the quality of the teaching and learning, particularly the use of assessment data to provide work that matches pupils' varying learning needs; and how well subject leaders and governors are involved in self-evaluation, monitoring and review of the school's performance. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's records of pupils' progress, observations of lessons, playtime and assembly and the school's plans for further improvement. Discussions with staff, pupils, governors and the local authority were held, and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Almost all of the pupils at this smaller than average sized school, are from White British family backgrounds. The proportion of pupils entitled to free school meals is below average, as is the proportion of pupils with learning difficulties and/or disabilities. Pupils in Years 1 to 6 are taught in three classes, with two year groups in each class. The school has been accredited with the Healthy Schools, Activemark, and Investors in People and International Schools Awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Winterringham Primary is a good school, providing good value for money. This represents good improvement since the previous inspection. Pupils thrive in the very happy, warm and caring setting, so that they achieve well, reach above average standards by Year 6 and make good progress in their personal development. Care, guidance and support for pupils are good. Making sure that pupils enjoy learning and are safe and healthy all have a high priority in the life of the school. Pupils feel a strong sense of belonging to their school and local community, and are eager to contribute positively towards it. They behave well, are respectful towards adults and very caring of one another. Parents are confident that their children receive a good standard of education. They particularly appreciate the warm family atmosphere, the good range of clubs available and the sensitive support given if their children need extra help. They say that these strengths reflect the strong commitment of staff to their children's achievements and welfare. Pupils' good personal development, along with their good academic progress, are the reasons why they are well placed to succeed at secondary school and to become responsible young citizens of tomorrow.

Standards vary greatly from year to year because of small numbers of pupils in each year group. Nevertheless, since the previous inspection, standards by Year 6 have risen and are consistently above the national average, particularly in mathematics and science. This represents good progress from the start of Year 3, and reflects the good quality of teaching and a good curriculum in these year groups. Staff keep a watchful eye on pupils' progress in order to spot quickly if their pace of learning needs to increase. This contributes well to the improving picture of pupils' achievement, and is the reason why there is a current whole school focus on accelerating pupils' progress in writing. The main priority is to make sure that pupils are highly motivated to write creatively, at length and with meaningful purpose. There are already signs that action taken is starting to pay dividends, particularly for older pupils.

Through the Foundation Stage and Years 1 and 2, pupils make satisfactory progress. In these classes, expectations of what pupils might achieve, particularly more able pupils are not always sufficiently high to push learning forward at a good rate. This is because teachers do not always make full use of the information they collect about pupils' attainment to provide work that matches pupils' varying learning needs. Pupils with learning difficulties and/or disabilities of all ages, however, make good progress. Careful tailoring of provision, along with effective support from outside agencies, such as speech therapists, and regular close communication with parents helps the identified pupils to achieve well.

Leadership, management and governance are good. The headteacher has steered the school successfully through a period of staffing instability and has put it on a clear pathway of improvement. Her vision, hard work and determination are paying off, so that standards by Year 6 are rising. She has secured the full support of staff and governors. Opportunities for the professional development of staff are continually encouraged and embraced with enthusiasm, and this is helping to improve the quality of teaching and learning. For example, revisions to teaching practices in sharing lesson objectives with pupils, opportunities for pupils to discuss their learning and to know how they are getting on, including through marking, are all examples of improvements. Many recent changes in staffing, however, have slowed the impact of these changes and, as a result, improved practices have not yet been adopted consistently well across the classes. Nevertheless, the school has an accurate view of its own effectiveness. Priorities for improvement are well chosen, and actions carefully planned to boost pupils' achievement

where it is needed most, as now in writing. Staff who have recently taken on extra responsibilities for watching over subjects, for example in literacy, make an effective contribution to influencing the way forward. Leaders are well aware that their next step is to speed up pupils' progress in the Foundation Stage and in Years 1 and 2, particularly for the more able pupils. Procedures for safeguarding pupils meet all current government requirements. The good improvement seen since the previous inspection, greater staff stability and the strengthened subject leadership give the school a good capacity to continue to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

When children start in the Foundation Stage, their skills are broadly typical for their age, although their communication, language and literacy skills are occasionally weaker. This is why staff give particular emphasis to improving children's speaking skills, for example, through learning songs and rhymes. Children make satisfactory progress, and the vast majority reach the learning goals set nationally by the time they start Year 1. The warm and caring relationships between adults and children, along with the effective links with the local pre-school provider, ensure that children settle easily into their new setting. Staff quickly note those children with additional social and emotional needs or those with learning difficulties and/or disabilities, and provide the right kind of support. Leadership and management are satisfactory. Although staff record children's achievements, they do not use the information they collect robustly enough to ensure that activities always match children's varying learning needs, especially the more able children. Likewise, they do not make fullest use of the information to find out how teaching and the curriculum might be fine-tuned further. The Foundation Stage leader is keen to improve provision, especially to make greater use of opportunities for children to learn outdoors.

### **What the school should do to improve further**

- Make better use of assessment information in order to speed up pupils' progress, particularly for the more able pupils in the Foundation Stage and in Years 1 and 2.
- Ensure a consistent approach to improving practice in teaching and learning, so that pupils make equally good progress in all classes.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

2 May 2008

Dear Pupils

Inspection of Winteringham Primary School, North Lincolnshire, DN15 9NL

Thank you so much for the warm welcome you gave me when I inspected your school. I thoroughly enjoyed being part of your school family and you helped me to see why you enjoy coming to school. You were very keen to talk to me and answered all my questions thoughtfully.

I particularly enjoyed listening to the Samba Band in assembly. I thought that the words you have written as part of the 'Eco Club' to the song 'Think of a world' are very clever. This helped to show me just how much you know about how you can make our world a better place. You get lots of chances to take part in exciting activities in school and in your local community.

All the adults care a good deal about you. They give you lots of encouragement to do well and to grow in confidence. I was impressed with how well you all look after one another; you are kind and caring and your behaviour is good all the time. No wonder you feel so safe in your school. It was also good to hear just how much you are now enjoying doing your homework, particularly writing in your 'Brain Builder' books. With such good attitudes to learning and standards of work that are higher than pupils in many other schools by Year 6, you are set to do well when you transfer to secondary school. Your parents told me how pleased they are with the school too. There have been a lot of good changes since the last time it was inspected, and so your school is now a good school. Even so, everyone is still working hard to make things even better for you. This is what the staff are going to do next:

- give you work that is just right for you and never too easy, especially in Reception and in Years 1 and 2
- make sure that all teachers make the changes to how they teach and how you learn at the same time.

You can help your school by always telling your teacher if the work you are given is too easy. You should also check for yourselves what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do!

I wish you all every success for the future and good luck to the Samba Band in the forthcoming Scunthorpe Music Festival.

Kathryn Dodd

Lead inspector